



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12568 E. Main Street, Mayer, AZ 86333

Mayer Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Anita M. Jack  
Schedule : 07:00 AM to 04:00 PM  
Grades : Pre-K-8  
Web Address : [www.mayer.k12.az.us](http://www.mayer.k12.az.us)  
Phone Number : (928) 642-1100  
Fax Number : (928) 632-9610  
E-mail : [anitajack@mayer.k12.az.us](mailto:anitajack@mayer.k12.az.us)

### Mission

Children First! Providing students with the skills and tools for successful school careers and beyond.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Offering all Mayer students the availability for assisted technology.
- ü During the 2006-2007 academic school year we will introduce middle and jr. high school students to the Challenge Academy Program alternative, providing accelerated learning through a intensive program designed to fullfil higher education demands.
- ü 2006/2007 all elementary and middle school students will be progress monitored through the AIMSWeb Program to determine current academic progress and provide data to drive classroom instruction; with AIMS goals of 80% achieving meets or exceeds.
- ü Arizona Consolidated Plan: 80% of all students will achieve cut scores on grade-level assessments tools in reading, writing, and science (DAP).

### Enrollment

October 1, 2005 School Year Student Enrollment : 309  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 3

## Instructional Programs

- ü AZ Academic Standards-based Curriculum
- ü After school tutoring program
- ü Special Education: Pre-K-6
- ü PE/Art
- ü General Music/Band
- ü Challenge Academy - Accelerated
- ü ELL
- ü Summer School

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

Mayer Elementary School's main responsibility is to provide students with the highest possible quality education with a focus on Arizona Standards, within a safe and nurturing environment. Our goal is to prepare students with the skills to succeed. We will work with parents to meet the needs of each individual student and to offer support to see that each child's needs are met.

### Parents

Parents are responsible for working together with the teachers and school in supporting their children's success in learning. We ask that parents send their students to school prepared to make the most of the learning opportunity with good nutritional choices, adequate rest and clothing.

We in turn will do everything in our power to help in the attainment of these educational advantages.

## Transportation Policy

School transportation is provided for those students that live more than one mile from Mayer Elementary School. Our goal is to offer safe passage from home to school and back. This requires that students adhere to the rules as set by the district and the State of Arizona, as listed in the student handbook.

An activity bus is available for those students participating in extracurricular activities such as the Boys and Girls Club and sports.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Desingated "Performing" by ADE	2005
ü AZ Future Problem Solving State Bowl - 4th Place	2002
ü Student participated AZ All State Elementary Band	2003
ü Runner-up teacher of the year	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	80010	97	97	99	430	430	447	14	14	10	16	16	18	65	65	53	5	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38935	100	100	99	439	439	447	12	12	9	6	6	19	71	71	55	12	12	17
Male	20	20	40974	95	95	98	423	423	448	15	15	11	25	25	18	60	60	52	NA	NA	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	32	32	35142	97	97	99	437	437	465	6	6	5	19	19	11	69	69	56	6	6	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	28	28	69849	100	100	100	433	433	451	11	11	7	14	14	17	68	68	56	7	7	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	30	30	39029	100	100	98	426	426	432	17	17	14	17	17	25	63	63	52	3	3	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	79438	100	100	98	437	437	451	13	13	9	32	32	24	53	53	56	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38775	100	100	99	444	444	457	12	12	7	18	18	22	71	71	58	NA	NA	13
Male	21	21	40560	100	100	97	430	430	446	14	14	12	43	43	25	38	38	54	5	5	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	33	33	34887	100	100	98	446	446	471	6	6	4	30	30	15	61	61	63	3	3	18
Students with Disabilities	10	10	9588	100	100	88	NA	NA	416	NA	NA	30	NA	NA	32	NA	NA	34	NA	NA	5
Students without Disabilities	28	28	69850	100	100	100	442	442	456	11	11	7	29	29	23	57	57	59	4	4	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	30	30	38685	100	100	97	436	436	435	13	13	14	33	33	32	50	50	50	3	3	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	79971	100	100	99	385	385	423	16	16	8	55	55	41	29	29	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	17	38974	100	100	99	403	403	437	6	6	5	65	65	33	29	29	57	NA	NA	4
Male	21	21	40895	100	100	98	370	370	410	24	24	10	48	48	47	29	29	41	NA	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	33	33	35150	100	100	99	392	392	437	15	15	5	52	52	35	33	33	56	NA	NA	5
Students with Disabilities	10	10	10258	100	100	94	NA	NA	377	NA	NA	23	NA	NA	51	NA	NA	25	NA	NA	1
Students without Disabilities	28	28	69713	100	100	100	393	393	429	11	11	5	57	57	39	32	32	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	30	30	38994	100	100	98	381	381	409	17	17	10	57	57	47	27	27	41	NA	NA	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	80147	97	97	99	473	473	482	8	8	11	24	24	17	58	58	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39281	100	100	99	476	476	483	14	14	9	19	19	17	48	48	50	19	19	24
Male	17	17	40780	94	94	98	471	471	482	NA	NA	12	29	29	17	71	71	48	NA	NA	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	31	31	36122	97	97	99	478	478	501	10	10	5	16	16	10	61	61	50	13	13	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	33	33	69852	97	97	100	480	480	488	3	3	7	21	21	16	64	64	51	12	12	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	31	31	38371	97	97	97	467	467	465	10	10	15	26	26	23	58	58	49	6	6	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	79686	97	97	98	465	465	470	8	8	11	32	32	24	53	53	57	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39163	100	100	99	475	475	475	10	10	9	19	19	22	57	57	60	14	14	10
Male	17	17	40438	94	94	97	451	451	465	6	6	13	47	47	25	47	47	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	31	31	35914	97	97	98	469	469	489	6	6	5	32	32	15	52	52	67	10	10	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	33	33	69878	97	97	100	476	476	475	3	3	8	27	27	23	61	61	61	9	9	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	31	31	38095	97	97	97	457	457	452	10	10	17	32	32	32	52	52	48	6	6	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	80372	100	100	99	441	441	475	10	10	4	49	49	30	38	38	64	3	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	21	39452	100	100	99	454	454	488	10	10	3	43	43	22	43	43	72	5	5	3
Male	18	18	40836	100	100	98	425	425	464	11	11	6	56	56	37	33	33	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	32	32	36213	100	100	99	451	451	489	6	6	2	50	50	22	41	41	72	3	3	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	34	34	69846	100	100	100	449	449	482	9	9	3	44	44	26	44	44	69	3	3	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	32	32	38521	100	100	98	432	432	461	13	13	6	50	50	38	34	34	55	3	3	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	79306	100	100	99	502	502	504	18	18	13	18	18	20	48	48	49	18	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38845	100	100	99	494	494	505	27	27	11	13	13	20	47	47	50	13	13	18
Male	25	25	40383	100	100	98	508	508	504	12	12	14	20	20	19	48	48	47	20	20	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	33	33	36234	100	100	99	506	506	523	15	15	6	15	15	13	55	55	52	15	15	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	31	31	69020	100	100	100	515	515	510	3	3	9	19	19	18	58	58	52	19	19	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	32	37437	100	100	97	494	494	486	19	19	19	22	22	26	50	50	46	9	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	79000	100	100	98	484	484	489	13	13	10	23	23	24	65	65	58	NA	NA	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38774	100	100	99	490	490	494	13	13	7	20	20	22	67	67	61	NA	NA	10
Male	25	25	40150	100	100	98	480	480	485	12	12	12	24	24	25	64	64	55	NA	NA	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	33	33	36135	100	100	98	487	487	508	12	12	4	18	18	14	70	70	67	NA	NA	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	31	31	69009	100	100	100	498	498	495	NA	NA	6	23	23	22	77	77	62	NA	NA	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	32	37234	100	100	97	478	478	472	13	13	15	28	28	33	59	59	50	NA	NA	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	79611	100	100	99	466	466	496	13	13	7	45	45	37	42	42	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39016	100	100	99	448	448	511	27	27	4	27	27	29	47	47	66	NA	NA	1
Male	23	23	40519	100	100	98	478	478	482	4	4	10	57	57	44	39	39	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	32	32	36380	100	100	99	464	464	511	13	13	4	50	50	30	38	38	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	31	31	68947	100	100	100	481	481	504	6	6	4	42	42	34	52	52	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	31	31	37626	97	97	98	456	456	479	16	16	10	45	45	45	39	39	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	79327	100	100	98	473	473	518	31	31	19	38	38	20	31	31	46	NA	NA	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	38961	100	100	98	461	461	520	43	43	16	43	43	20	14	14	48	NA	NA	16
Male	15	15	40295	100	100	97	484	484	516	20	20	21	33	33	19	47	47	44	NA	NA	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	25	25	36373	100	100	98	475	475	538	28	28	10	40	40	14	32	32	52	NA	NA	25
Students with Disabilities	11	11	9321	100	100	87	451	451	467	55	55	54	36	36	22	9	9	21	NA	NA	3
Students without Disabilities	18	18	70006	95	95	100	487	487	524	17	17	14	39	39	19	44	44	49	NA	NA	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	22	22	37097	96	96	97	469	469	498	32	32	27	41	41	25	27	27	41	NA	NA	7
Non-Economically Disadvantaged	NC	NC	42230	NC	NC	99	NC	NC	535	NC	NC	11	NC	NC	15	NC	NC	50	NC	NC	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	79501	100	100	98	464	464	497	28	28	10	34	34	25	38	38	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	39062	100	100	99	455	455	502	29	29	8	43	43	23	29	29	64	NA	NA	5
Male	15	15	40368	100	100	98	474	474	491	27	27	13	27	27	27	47	47	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	25	25	36446	100	100	99	465	465	516	28	28	4	32	32	15	40	40	73	NA	NA	7
Students with Disabilities	11	11	9411	100	100	88	425	425	453	64	64	36	36	36	36	NA	NA	26	NA	NA	1
Students without Disabilities	18	18	70090	95	95	100	489	489	502	6	6	7	33	33	24	61	61	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	22	22	37183	96	96	97	460	460	479	27	27	16	41	41	34	32	32	49	NA	NA	1
Non-Economically Disadvantaged	NC	NC	42318	NC	NC	99	NC	NC	513	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	80000	100	100	99	500	500	564	7	7	3	31	31	11	62	62	75	NA	NA	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	39288	100	100	99	522	522	579	7	7	2	14	14	6	79	79	77	NA	NA	16
Male	15	15	40644	100	100	98	479	479	549	7	7	4	47	47	15	47	47	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	25	25	36602	100	100	99	496	496	579	8	8	2	32	32	7	60	60	75	NA	NA	16
Students with Disabilities	10	10	9919	100	100	93	NA	NA	505	NA	NA	9	NA	NA	35	NA	NA	54	NA	NA	2
Students without Disabilities	19	19	70081	100	100	100	535	535	571	NA	NA	2	16	16	7	84	84	79	NA	NA	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	23	23	37534	100	100	98	494	494	547	4	4	4	39	39	15	57	57	76	NA	NA	5
Non-Economically Disadvantaged	NC	NC	42466	NC	NC	100	NC	NC	578	NC	NC	2	NC	NC	7	NC	NC	75	NC	NC	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	36	78546	--	90	97	--	507	543	--	25	15	--	33	18	--	42	52	--	NA	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	38645	--	100	98	--	515	545	--	14	13	--	43	18	--	43	54	--	NA	15
Male	--	15	39792	--	79	97	--	497	542	--	40	17	--	20	17	--	40	50	--	NA	15
African American	--	NC	4205	--	NC	97	--	NC	524	--	NC	22	--	NC	22	--	NC	49	--	NC	7
Hispanic	--	NC	31177	--	NC	97	--	NC	524	--	NC	22	--	NC	23	--	NC	48	--	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	--	30	36450	--	86	97	--	512	563	--	20	7	--	33	12	--	47	57	--	NA	23
Students with Disabilities	--	NC	8093	--	NC	82	--	NC	489	--	NC	50	--	NC	24	--	NC	23	--	NC	2
Students without Disabilities	--	33	70453	--	97	100	--	507	549	--	27	11	--	27	17	--	45	56	--	NA	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	19	34694	--	73	96	--	508	524	--	21	23	--	42	23	--	37	48	--	NA	7
Non-Economically Disadvantaged	--	17	43852	--	100	99	--	507	559	--	29	10	--	24	13	--	47	56	--	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	36	79045	--	90	98	--	502	512	--	8	10	--	36	25	--	53	58	--	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	38860	--	100	98	--	517	519	--	5	7	--	24	22	--	67	62	--	5	8
Male	--	15	40075	--	79	97	--	483	505	--	13	12	--	53	28	--	33	54	--	NA	6
African American	--	NC	4250	--	NC	98	--	NC	500	--	NC	12	--	NC	31	--	NC	54	--	NC	3
Hispanic	--	NC	31314	--	NC	98	--	NC	493	--	NC	16	--	NC	34	--	NC	48	--	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	--	30	36730	--	86	98	--	505	532	--	10	4	--	33	16	--	53	68	--	3	12
Students with Disabilities	--	NC	8552	--	NC	87	--	NC	463	--	NC	35	--	NC	40	--	NC	23	--	NC	1
Students without Disabilities	--	33	70493	--	97	100	--	502	517	--	6	7	--	33	24	--	58	62	--	3	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	19	34922	--	73	96	--	502	493	--	11	15	--	32	34	--	58	48	--	NA	3
Non-Economically Disadvantaged	--	17	44123	--	100	99	--	503	527	--	6	6	--	41	18	--	47	66	--	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	39	79657	--	98	99	--	572	566	--	3	3	--	10	8	--	87	87	--	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	39120	--	100	99	--	588	580	--	5	2	--	5	4	--	90	92	--	NA	2
Male	--	18	40423	--	95	98	--	555	553	--	NA	5	--	17	12	--	83	83	--	NA	1
African American	--	NC	4290	--	NC	99	--	NC	560	--	NC	4	--	NC	9	--	NC	86	--	NC	1
Hispanic	--	NC	31642	--	NC	99	--	NC	552	--	NC	5	--	NC	11	--	NC	84	--	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	--	33	36929	--	94	99	--	570	579	--	3	2	--	12	5	--	85	91	--	NA	2
Students with Disabilities	--	NC	9069	--	NC	92	--	NC	508	--	NC	11	--	NC	30	--	NC	58	--	NC	1
Students without Disabilities	--	35	70588	--	100	100	--	574	573	--	NA	2	--	6	5	--	94	91	--	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	22	35341	--	85	97	--	579	551	--	5	5	--	9	12	--	86	83	--	NA	0
Non-Economically Disadvantaged	--	17	44316	--	100	100	--	564	578	--	NA	2	--	12	5	--	88	90	--	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	42	78400	--	91	97	--	524	554	--	26	21	--	36	19	--	38	47	--	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	20	38686	--	91	98	--	515	554	--	40	20	--	40	20	--	20	49	--	NA	12
Male	--	22	39636	--	92	96	--	532	554	--	14	23	--	32	18	--	55	46	--	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	NC	30732	--	NC	97	--	NC	534	--	NC	31	--	NC	24	--	NC	40	--	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	33	37038	--	85	97	--	529	575	--	18	11	--	39	14	--	42	56	--	NA	19
Students with Disabilities	--	NC	7840	--	NC	81	--	NC	498	--	NC	60	--	NC	18	--	NC	20	--	NC	2
Students without Disabilities	--	37	70560	--	95	99	--	526	560	--	24	17	--	35	19	--	41	50	--	NA	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	31	33014	--	86	95	--	522	534	--	29	31	--	32	24	--	39	40	--	NA	5
Non-Economically Disadvantaged	--	11	45386	--	100	99	--	529	569	--	18	15	--	45	15	--	36	52	--	NA	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	43	79179	--	93	98	--	501	519	--	7	11	--	44	27	--	49	58	--	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	21	38974	--	95	99	--	504	524	--	10	8	--	43	25	--	48	61	--	NA	5
Male	--	22	40124	--	92	97	--	498	513	--	5	13	--	45	28	--	50	54	--	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	NC	30987	--	NC	98	--	NC	498	--	NC	17	--	NC	36	--	NC	45	--	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	34	37467	--	87	98	--	502	539	--	6	5	--	44	17	--	50	70	--	NA	8
Students with Disabilities	--	NC	8567	--	NC	88	--	NC	467	--	NC	39	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	38	70612	--	97	99	--	505	524	--	5	7	--	39	25	--	55	62	--	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	32	33345	--	89	96	--	503	499	--	6	17	--	44	36	--	50	46	--	NA	1
Non-Economically Disadvantaged	--	11	45834	--	100	99	--	496	533	--	9	7	--	45	19	--	45	67	--	NA	7

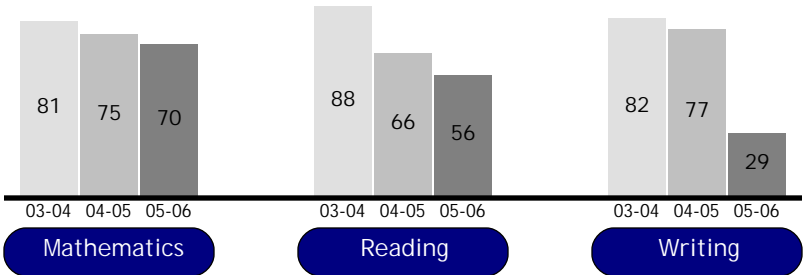
Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	44	79734	--	96	99	--	558	554	--	NA	3	--	11	19	--	89	78	--	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	22	39243	--	100	99	--	564	568	--	NA	2	--	9	12	--	91	85	--	NA	1
Male	--	22	40413	--	92	98	--	552	541	--	NA	4	--	14	26	--	86	70	--	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	NC	31254	--	NC	99	--	NC	539	--	NC	5	--	NC	25	--	NC	70	--	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	36	37668	--	92	99	--	556	569	--	NA	1	--	14	13	--	86	85	--	NA	1
Students with Disabilities	--	NC	8943	--	NC	92	--	NC	495	--	NC	11	--	NC	51	--	NC	38	--	NC	1
Students without Disabilities	--	38	70791	--	97	100	--	561	561	--	NA	2	--	8	15	--	92	83	--	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	33	33718	--	92	97	--	554	538	--	NA	5	--	15	26	--	85	69	--	NA	0
Non-Economically Disadvantaged	--	11	46016	--	100	100	--	570	567	--	NA	2	--	NA	14	--	100	84	--	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

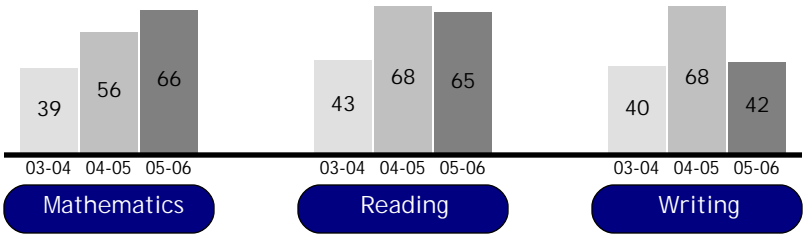


Recent Trends in Student Proficiency on the State Standards (AIMS Test)

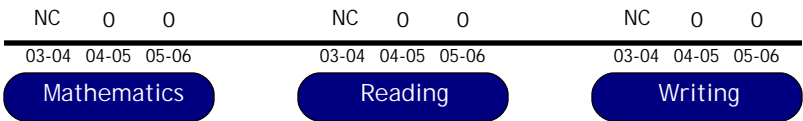
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	50	NA	58	100	44	44	47	100	41	41	46
	Language	94	38	38	50	100	40	40	47	100	39	39	48
	Mathematics	100	62	62	64	100	42	42	50	100	39	39	52
3	Reading	91	64	NA	55	100	39	39	44	100	41	41	46
	Language	89	70	70	61	100	41	41	44	100	43	43	46
	Mathematics	94	71	71	61	100	50	50	51	97	44	44	52
4	Reading	100	56	NA	56	95	45	45	48	100	54	54	52
	Language	100	47	47	52	95	45	45	49	100	43	43	52
	Mathematics	100	42	42	61	95	48	48	53	100	54	54	58
5	Reading	100	55	NA	55	100	53	53	50	100	58	58	56
	Language	100	48	48	49	100	42	42	50	100	52	52	54
	Mathematics	100	55	55	63	97	40	40	49	100	52	52	52
6	Reading	96	54	NA	56	100	44	44	51	100	35	35	56
	Language	98	33	33	48	100	45	45	47	100	20	20	50
	Mathematics	100	57	57	66	100	51	51	52	100	32	32	58
7	Reading	--	--	NA	54	--	--	43	50	--	--	50	54
	Language	--	--	59	58	--	--	45	52	--	--	52	58
	Mathematics	--	--	60	62	--	--	40	50	--	--	39	54
8	Reading	--	--	NA	55	--	--	39	51	--	--	44	58
	Language	--	--	52	52	--	--	36	50	--	--	39	56
	Mathematics	--	--	57	61	--	--	50	53	--	--	44	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Mayer Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Curriculum Advisory
- Ü Volunteer Program
- Ü Parent Friendly Standards Handbook
- Ü Student Handbook
- Ü Undesignated tax credit dollars
- Ü Discipline and Community support

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	4.50	Teacher Aide	8.75

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	1	0
4 to 6 years	2	1	0	0
7 to 9 years	1	0	0	0
10 or more years	2	8	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	10%

## Resources Available at School Site

### Special Facilities

- Ü Music/Band/Art/PE
- Ü Library/Media Center
- Ü Pre-School/Challenge Academy 6-8
- Ü Community Tech. Center/Computer Lab

### Extracurricular Activities

- Ü Spelling Bee/Geography Bee
- Ü Boys Basketball/Track
- Ü Girls Volleyball/Basketball
- Ü Student Council
- Ü Accelerated Reader/Family Literacy
- Ü Read Across America/Math Across Mayer
- Ü Tutoring-Math/Reading
- Ü Clubs: Chess, Science

### Social Services

- Ü Breakfast/Lunch Programs
- Ü Yavapai County Support Services
- Ü Educational & Enrichment Field Trips
- Ü DARE and Other Local Groups
- Ü Family Advocay Center
- Ü Yavapai Sheriff's VIP Program
- Ü Clothing and Food Banks
- Ü School Counseling

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Established an Arts Program within the Elementary School.
- ü Initiated four day preschool program for children with Special Needs and partnered with local Head Start for family enhancement.
- ü Began in-class phonemic instruction led by the professional speech pathologist. In addition, in-class counseling program.
- ü Wild-Cat Pride is being promoted through the creation of an Elementary School Song. Significant site beautification is being done through staff and community contributions.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

This year our school motto is to be:

Respectful

Responsible

Safe

Be Your Best

With these emphasized students will be provided with a safe, secure, and dynamic learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ms. Vicki Willis	(928) 642-1100
Transportation Policy	Jim Stone	(928) 642-1265
Community Resources	Randy Johnson	(928) 642-1200
School Nutrition Programs	Susie Allen	(928) 642-1150
Parent Organization		(928) 642-1100
Student Health/Nurse	Mrs. Bev Neal	(928) 642-1190

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.



Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.